

**Industry Curriculum Framework
Information Package**

Business Services 2008

Current as at 27 April 2009

Please ensure that this is the most current version of this document by referring to the online version at https://detwww.det.nsw.edu.au/directorates/vet_schools/vet-in-Schools/frameworks.html

Business Services

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This section must be read in conjunction with the:

- Board of Studies Business Services Syllabus (Parts A & B)
- Board of Studies ACE Manual
- Workplace Learning Handbook

The following information is provided for the Business Services industry curriculum framework:

- Teacher training requirements
- Resource/equipment requirements
- Assessor qualifications
- Using qualified assessors
- Quality assurance requirements

Checklists

1. Teacher qualifications
2. AQF VET qualification(s)
3. Resources/equipment
4. Student work placement
5. Student assessment

Teacher training requirements

Requirements to enter the program

The minimum requirement for a teacher to enter the program is a teaching qualification with one or more of the following subject specialisations:

- Business Studies
- Economics
- Commerce

and familiarity with and understanding of computer keyboard functions.

Eligibility to teach nominated units of competency is achieved on:

- recognition of individual qualifications, industry experience or other training (RPL)

and/or

- satisfactory completion of the approved training program.

Approved training program - Business Services

Teachers completing this training program are eligible to deliver and assess the 120/240 indicative hours courses in Business Services. Eligibility to teach specialisation courses is determined through the recognition process.

Approved teacher training program	Duration
Orientation Curriculum framework/syllabus orientation, competency based teaching and assessment, facilitating workplace learning.	2 days
Industry specific training On completion of the industry specific training teachers will be issued with a Certificate II in Business BSB20107. Refer to the following page for the list of units that teachers will be eligible to deliver and assess.	Flexible
Skills development Teachers are provided with guidelines for placement during the orientation program. The placement focuses on the following units in a business workplace context; participate in OHS processes; communicate in the workplace; deliver a service to customers; work effectively in a business environment; use business technology; maintain daily financial/business records; handle mail; maintain business resources; participate in environmentally sustainable work practices	2 days
Certificate IV Training and Assessment TAA40104	Flexible

Business Services

Compulsory units of competency in the 120/240 hours course

- BSBCMM201A Communicate in the workplace
- BSBCUS201A Deliver a service to customers
- BSBIND201A Work effectively in a business environment
- BSBINM201A Process and maintain workplace information
- BSBOHS201A Participate in OHS processes
- BSBSUS201A Participate in environmentally sustainable work practices
- BSBWOR202A Organise and complete daily work activities
- BSBWOR203A Work effectively with others
- BSBWOR204A Use business technology

Elective pool

- BSBADM311A Maintain business resources
- BSBINM202A Handle mail
- BSBITU102A Develop keyboard skills
- BSBITU201A Produce simple word processed documents
- BSBITU202A Create and use spreadsheets
- BSBITU203A Communicate electronically
- FNSICGEN305A Maintain daily financial/business records

Teachers wishing to deliver any units of competency from the elective pool or specialisation study that are not listed above must:

- Have achieved the unit(s) of competency and hold a transcript for the unit(s) of competency
- Discuss the delivery of the unit(s) of competency with their vocational education consultant prior to delivery

If delivery is supported by the RTO, provide a copy of the transcript for the unit(s) of competency to their school sector to obtain additional accreditation and approval to deliver the requested unit(s) of competency.

Maintaining industry currency

The requirement for current knowledge will be met initially through completion of the approved teacher training program. Thereafter it is the responsibility of individual teachers to maintain industry currency.

Teachers can maintain industry currency through:

- industry contact and liaison
- collegial networks with a professional development focus
- interaction with colleagues through the VET teachers website at www.govet.nsw.edu.au
- supervision and assessment of students in the workplace.

Contact the vocational education consultant for more information.

Qualifications and industry experience

Teachers who have recent and relevant qualifications or experience may seek entry to, or exemption from, some components of training or may claim eligibility to teach additional units of competency through the process of recognition of prior learning (RPL). All teachers are required to complete an orientation program.

Assessor qualifications

Consistent with VETAB requirements, the NSW Department of Education and Training, Catholic Education Commission and Association of Independent Schools require that all staff assessing training package qualifications hold a Certificate IV in Training and Assessment TAA40104 (or Certificate IV Assessment and Workplace Training BSZ40198). Teachers can gain this qualification through an approved teacher training program or through a process of recognition from an external RTO.

Prospective teachers who already hold Certificate IV in Training and Assessment TAA40104 (or Certificate IV Assessment and Workplace Training BSZ40198) should send a copy to the region or diocese VET consultant as evidence of the qualification.

Using qualified assessors

Assessment for national recognition purposes (qualifications) must be undertaken by, or partnered through, a Registered Training Organisation (RTO). It is the RTO's responsibility to make arrangements and to ensure that a quality assessment process is in place.

The following outlines the different ways that the requirement to use qualified assessors may be met.

Single Assessor – an individual assessor conducts the assessment

An Assessor is:

- required to hold formal recognition of competence in the relevant units in the Training and Assessment Training Package;
- deemed competent and, where possible, holds formal recognition of competence in the specific units of competency in this Training Package, at least to the level being assessed.

In addition, it is recommended that the assessor is able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;

Business Services

- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; and
- demonstrate the necessary interpersonal and communication skills required in the assessment process.

Partnership arrangement – an assessor works with a technical expert to conduct the assessment

An Assessor is required to:

- hold formal recognition of competence in the relevant units in the Training and Assessment Training Package.

In addition, it is recommended that the assessor is able to:

- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; and
- demonstrate the interpersonal and communication skills required in the assessment process.

A technical expert shall be a person:

- is deemed competent and, where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that the technical expert is able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- communicate and liaise with the assessor throughout the assessment process.

Partnership arrangement – an assessor works with workplace supervisor in collecting evidence for valid assessment

An assessor is required to:

- hold formal recognition of competence in the relevant units in the Training and Assessment Training Package; and
- make the assessment decisions.

In addition, it is recommended that the assessor is able to:

- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts;
- demonstrate the interpersonal and communication skills required in the assessment process;
- communicate and liaise, where appropriate, with the workplace supervisor throughout the assessment process.

A workplace supervisor is required to:

- be deemed competent and, where possible, is to hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that the workplace supervisor is able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- communicate and liaise, where appropriate, with the assessor throughout the assessment process; and

Business Services

- use agreed practices to gather and record evidence for the assessor to use in making a valid judgment on competency.

Assessment team/panel – a team or panel working together to conduct the assessment

Members of an assessment team or panel that comprises assessment and industry experience and expertise works together in the collection of evidence and in making judgments about competency.

The members of the team must include at least one person who:

- holds formal recognition of competence in the relevant units of the Training and Assessment Training Package;
- is deemed competent and, where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that members of the assessment team or panel involved in the assessment are able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts;
- demonstrate the interpersonal and communication skills required in the assessment process and liaise with other team/panel members throughout the assessment process.

Resource/equipment requirements

Schools delivering units of competency in the Business Services course must have access to specific resources/equipment. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency. Resources/equipment may be accessed either on-site (at school) or off-site (including work placement).

Refer to checklist **3 Resources/equipment** for the list of resources required.

All resource /equipment requirements must be read in conjunction with the Board of Studies Business Services Syllabus (Parts A & B)

In the case of the compulsory HSC units, please check HSC Requirements and Advice column in Part B of the Board of Studies syllabus for any specified range of resources and equipment.

Quality assurance requirements

The implementation of HSC VET courses must be monitored to ensure compliance with the Australian Quality Training Framework (AQTF) and the Board of Studies HSC requirements.

The following checklists have been designed to assist schools in this process:

- teacher qualifications
- AQF VET qualification(s)
- resources/equipment.
- student work placement
- student assessment

The checklists have been designed to be photocopied and completed by teachers implementing this course. Principals should use these checklists to monitor the implementation of HSC VET courses to ensure compliance with AQTF and the Board of Studies HSC requirements.

It is the responsibility of the principal to complete the following forms and to forward them to the Regional RTO office:

- checklists for the Business Services industry curriculum framework to be delivered in that year
- Principal's Confirmation of Quality Assurance Requirements
- Monitoring Higher School Certificate Requirements (distributed to schools in February each year).

In addition, at the start of each year as part of the Board of Studies student entry requirements, schools are required to indicate via Schools On-line the qualification and units of competency intended for delivery in that calendar year. This requires the completion of the *competencies entered* component of the eBOS-VCS. At the end of each year schools are required to indicate via Schools On-line which units of competency have been successfully achieved by each student. This information will be used to generate an AQF Statement of Attainment or Certificate.

Business Services checklists

1. Teacher qualifications

Teachers delivering and assessing the Business Services industry curriculum framework must meet the teacher qualifications requirements. Only teachers who have (i) completed the approved training program, (ii) commenced the approved training program, or (iii) been approved to deliver and assess on the basis of recognition of prior learning (RPL) may deliver this course. Teachers delivering and assessing this course must maintain industry currency.

List the names of teachers delivering Business Services in the current year and indicate their training status and maintenance of industry currency by placing a ✓ in the appropriate box.

Name of teacher	Approved Training Program		Approved to deliver/assess through RPL	Industry Currency
	Completed	In Progress		

School:
RTO:.....
Principal's Name:.....
Principal's Signature Date:

2. AQF VET qualification(s)

The school must be clear about which AQF VET qualification(s) the students will be working towards for each of the HSC course(s) they are undertaking.

For each HSC course being offered indicate the AQF VET qualification(s) and the anticipated qualification outcome for the qualification (✓ appropriate boxes).

HSC VET Course	Intended AQF VET Qualification	Anticipated Qualification Outcome	
		Certificate	Statement of Attainment
Business Services (120 Hours)	BSB20107 Certificate II in Business		
Business Services (240 hours)	BSB20107 Certificate II in Business		
	BSB30107 Certificate III in Business		
Specialisation Study (___ indicative hours)			

School: RTO: Principal's Name: Principal's Signature Date:

3. Resources/equipment

Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency. Resources/equipment may be accessible either on-site (at school) or off-site (including the work placement).

On the following checklist, indicate whether students access the specified resources/equipment on-site, off-site or both. If access is OFF site provide details, eg locations, times etc, for each unit of competency.

Common resources for all units of competency

Assessment of these units requires that the candidate have access to all tools, equipment, materials and documentation indicated below.

Tools, equipment and resources required	Access ON site #	Access OFF site #
<p>Access to an actual workplace or simulated environment with access to the following resources.</p> <p>Access to office equipment and resources, including personal computers:</p> <ul style="list-style-type: none"> connected to a network connected to the Internet with access to a printer and CD-ROM drive with access to peripheral devices <p>Standard business equipment/technology which may include:</p> <ul style="list-style-type: none"> answering machine binder fax machine filing systems (manual/computerised/electronic) photocopier printer telephone <p>Standard business software applications as used in current workplace practice, including at least:</p> <ul style="list-style-type: none"> spreadsheet, for example Microsoft Excel word processor, for example Microsoft Word touch typing application <p>Internet access and associated software including:</p> <ul style="list-style-type: none"> email software, for example Microsoft Outlook web browser, for example Netscape or Internet Explorer <p>A computing environment that adheres to Occupational Health and Safety regulations, including ergonomic workstations that can accommodate individual differences amongst students, such as:</p> <ul style="list-style-type: none"> adjustable chairs and/or workstations document holder footrest Examples of relevant workplace documents. <p># If access is OFF site provide details, eg locations, times etc</p>		

School:

RTO:

Principal's Name:

Principal's Signature..... Date:

Resources for compulsory units of competency in the 120 / 240 hours courses

Assessment of these units requires that the candidate have access to all tools, equipment, materials and documentation indicated below.

BSBCMM201A Communicate in the workplace		
Tools, equipment and resources required	Access ON site	Access OFF site #
<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of workplace documents, including policies and procedures relating to communication. <p>Organisational requirements may include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manual <p>Correspondence may include:</p> <ul style="list-style-type: none"> • emails • memorandums • messages • proformas • standard/form letters <p>Standards may include:</p> <ul style="list-style-type: none"> • Australian Standards • legislation • organisational policies and procedures • specified work standards • standards set by workgroup 		
# If access is OFF site provide details, eg locations, times etc		

School:

RTO:

Principal's Name:

Principal's Signature Date:

Business Services

BSBCUS201A Deliver a service to customers		
<p>Tools, equipment and resources required</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints and policies relating to customer service. <p>Organisational requirements may include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • following OHS procedures for dealing with customers • legal and organisational policies, guidelines and requirements • quality and continuous improvement processes and standards • quality assurance and/or procedures manual 	Access ON site	Access OFF site #
# If access is OFF site provide details, eg locations, times etc		

BSBIND201A Work effectively in a business environment		
<p>Tools, equipment and resources required</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources. <p>Organisation's requirements may include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • business and performance plans • ethical standards • goals, objectives, plans, systems and processes • legal and organisation policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards 	Access ON site	Access OFF site #
# If access is OFF site provide details, eg locations, times etc		

School:
RTO:
Principal's Name:
Principal's Signature..... Date:

Business Services

BSBINM201A Process and maintain workplace information		
<p>Tools, equipment and resources required</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of workplace information systems. <p>Business equipment/technology may include:</p> <ul style="list-style-type: none"> • answering machine • binder • computer • fax machine • filing systems (manual/computerised/electronic) • photocopier • printer • telephone <p>Organisational requirements may include:</p> <ul style="list-style-type: none"> • despatching and collecting procedures • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for deciding which records should be captured and filed • procedures for updating records • security procedures 	Access ON site	Access OFF site #
# If access is OFF site provide details, eg locations, times etc		

BSBOHS201A Participate in OHS processes		
<p>Tools, equipment and resources required</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • safety processes, hazards and risk are relevant to the area of work. 	Access ON site	Access OFF site #
# If access is OFF site provide details, eg locations, times etc		

School:
RTO:
Principal's Name:
Principal's Signature..... Date:

Business Services

BSBSUS201A Participate in environmentally sustainable work practices		
<p>Tools, equipment and resources required</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation • review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance • individual or team discussion about potential for increased resource efficiency within current work area • access to workplace documents, information and resources (such as compliance obligations, enterprise plans, work responsibilities) <p>Compliance may include:</p> <ul style="list-style-type: none"> • meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): • international • commonwealth • state/territory • local government • industry • organisation <p>Organisational plans may include:</p> <ul style="list-style-type: none"> • documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework 	Access ON site	Access OFF site #
<p># If access is OFF site provide details, eg locations, times etc</p>		

School:
RTO:
Principal's Name:
Principal's Signature..... Date:

Business Services

BSBWOR202A Organise and complete daily work activities		
<p>Tools, equipment and resources required</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of work plans, policies and procedures. <p>Business technology may include:</p> <ul style="list-style-type: none"> • computer applications • computers • electronic diaries • facsimile machines • photocopiers • printers • scanners <p>Standards may include:</p> <ul style="list-style-type: none"> • Australian Standards • legal and organisation policies, guidelines and requirements • legislation • organisational policies and procedures • specified work standards • standards set by work group 	Access ON site	Access OFF site #
# If access is OFF site provide details, eg locations, times etc		

BSBWOR203A Work effectively with others		
<p>Tools, equipment and resources required</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints or staff conflict. <p>Access to key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:</p> <ul style="list-style-type: none"> • anti-discrimination legislation • ethical principles • codes of practice • privacy laws • occupational health and safety (OHS) • organisational policies, plans and procedures • workgroup member responsibilities and duties, and relationship to individual responsibilities and duties 	Access ON site	Access OFF site #
# If access is OFF site provide details, eg locations, times etc		

School:
RTO:
Principal's Name:
Principal's Signature..... Date:

Business Services

BSBWOR204A Use business technology		
Tools, equipment and resources required	Access ON site	Access OFF site #
<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of files and data for storage • manuals and training booklets for equipment. <p>Technology may include:</p> <ul style="list-style-type: none"> • computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners • zip drives • photocopiers • shredders • binders • laminators • cutters <p>Software applications may include:</p> <ul style="list-style-type: none"> • email, internet • word processing, spreadsheet, database, accounting or presentation packages <p>Organisational requirements may include:</p> <ul style="list-style-type: none"> • correctly identifying and opening files • legal and organisation policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data <p>Input devices may include:</p> <ul style="list-style-type: none"> • keyboard • mouse • numerical key pad • scanner <p>Technology consumables may include:</p> <ul style="list-style-type: none"> • back-up tapes • CD-ROM • floppy disks • print heads • printer ribbons and cartridges • toner cartridges • zip disks 		
<p># If access is OFF site provide details, eg locations, times etc</p>		

School:	
RTO:	
Principal's Name:	
Principal's Signature	Date:

Business Services

Resources for elective units of competency that teachers will be trained to deliver

Assessment of these units requires that the candidate have access to all tools, equipment, materials and documentation indicated below.

BSBITU102A Develop keyboard skills		
Tools, equipment and resources required	Access ON site	Access OFF site #
Assessment must ensure: <ul style="list-style-type: none">• access to an actual workplace or simulated environment• access to office equipment and resources• access to examples of workplace documentation.		
# If access is OFF site provide details, eg locations, times etc		

BSBINM202A Handle mail		
Tools, equipment and resources required	Access ON site	Access OFF site #
Assessment must ensure: <ul style="list-style-type: none">• access to an actual workplace or simulated environment• access to office equipment and resources• examples of correspondence and parcels for sorting and despatch.		
# If access is OFF site provide details, eg locations, times etc		

BSBITU201A Produce simple word processed documents		
Tools, equipment and resources required	Access ON site	Access OFF site #
Assessment must ensure: <ul style="list-style-type: none">• access to an actual workplace or simulated environment• access to office equipment and resources• access to examples of word processed documents and style guides.		
# If access is OFF site provide details, eg locations, times etc		

BSBITU202A Create and use spreadsheets		
Tools, equipment and resources required	Access ON site	Access OFF site #
Assessment must ensure: <ul style="list-style-type: none">• access to an actual workplace or simulated environment• access to office equipment and resources• access to examples of spreadsheets and simple formulae		

School:	
RTO:	
Principal's Name:	
Principal's Signature	Date:

Business Services

BSBITU202A Create and use spreadsheets		
Tools, equipment and resources required	Access ON site	Access OFF site #
# If access is OFF site provide details, eg locations, times etc		

BSBITU203A Communicate electronically		
Tools, equipment and resources required	Access ON site	Access OFF site #
<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to software applications likely to be used in the workplace. <p>Software may include:</p> <ul style="list-style-type: none"> • mobile or wireless software applications: • personal digital assistants (PDA) • mobile phones • text messaging (SMS/TXT) • multimedia messaging (MMS) • internet relay chat (IRC) • personal computer-based software applications: • email applications • web-based email services • chat applications • intranet discussion groups/boards/chat rooms 		
# If access is OFF site provide details, eg locations, times etc		

BSBADM311A Maintain business resources		
Tools, equipment and resources required	Access ON site	Access OFF site #
<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources <p>Business resources may include:</p> <ul style="list-style-type: none"> • equipment • facilities • human resources • raw materials • software • stock and supplies 		
# If access is OFF site provide details, eg locations, times etc		

School:
RTO:
Principal's Name:
Principal's Signature..... Date:

Business Services

FNSICGEN305A Maintain daily financial/business records		
<p>Tools, equipment and resources required</p> <p>Assessment of this unit of competence requires access to company policies and practices and the technology/systems used by the company to provide services to customers</p> <p>Documents may include:</p> <ul style="list-style-type: none"> • application forms • claim forms • petty cash vouchers • invoices • purchase orders • receipts • credit notes • statements • deposit books • delivery dockets • remittance advice <p>Organisational procedures may include:</p> <ul style="list-style-type: none"> • legal and organisation policy and guidelines • procedures for entering and balancing deposits • procedures for checking validity of cheques and card vouchers • security procedures • cash handling procedures • Australian Accounting and Auditing Standards <p>Legislation and regulations may include:</p> <ul style="list-style-type: none"> • award and enterprise agreement • occupational health and safety (OH&S) legislation • privacy • equal employment opportunity (EEO) legislation • Anti-discrimination legislation 	Access ON site	Access OFF site #
# If access is OFF site provide details, eg locations, times etc		

School:
RTO:
Principal's Name:
Principal's Signature..... Date:

Business Services

Resources for elective units of competency not listed

The RTO will need to provide details of the tools, equipment and resources required for units of competency not listed above.

Elective units of competency in the 240 hours course

The content and resource requirements of all units of all units of competency in the elective pool are available for download from the National Training Information Service website at <http://www.ntis.gov.au/>.

Elective units of competency in the 60 / 120 / 180 hours specialisation study

The content and resource requirements of all units of all units of competency in the specialisation study are available for download from the National Training Information Service website at <http://www.ntis.gov.au/>.

Elective pool

Unit of competency	Access ON site	Access OFF site #
BSBCUS301A Deliver and monitor a service to customers		
BSBDIV301A Work effectively with diversity		
BSBFIA301A Maintain financial records		
BSBFIA302A Process payroll		
BSBFIA303A Process accounts payable and receivable		
BSBFIA304A Maintain a general ledger		
BSBADM302B Produce texts from notes		
BSBADM303B Produce texts from audio transcription		
BSBADM307B Organise schedules		
BSBINM301A Organise workplace information		
BSBINM302A Utilise a knowledge management system		
BSBINN201A Contribute to workplace innovation		
BSBINN301A Promote innovation in a team environment		
BSBCMM301A Process customer complaints		
BSBITU301A Create and use databases		
BSBITU302A Create electronic presentations		
BSBITU303A Design and produce text documents		
BSBITU304A Produce spreadsheets		
BSBITU305A Conduct online transactions		
BSBITU306A Design and produce business documents		
BSBITU307A Develop keyboarding speed and accuracy		
BSBITU309A Produce desktop published documents		

School:
RTO:
Principal's Name:
Principal's Signature: Date:

Business Services

Unit of competency	Access ON site	Access OFF site #
# If access is OFF site provide details, eg locations, times etc		
BSBPRO301A Recommend products and services		
BSBPUR301B Purchase goods and services		
BSBSMB201A Identify suitability for micro business		
BSBSUS301A Implement and monitor environmentally sustainable work practices		
BSBWOR301A Organise personal work priorities and development		
BSBWOR302A Work effectively as an off-site worker		
BSBWRT301A Write simple documents		
HLTFA301B Apply first aid		
# If access is OFF site provide details, eg locations, times etc		

School:

RTO:

Principal's Name:

Principal's Signature..... Date:

Specialisation study elective pool

Unit of competency	Access ON site	Access OFF site #
BSBFLM303C Contribute to effective workplace relationships		
BSBFLM305C Support operational plan		
BSBFLM306C Provide workplace information and resourcing plans		
BSBFLM309C Support continuous improvement systems and processes		
BSBFLM311C Support a workplace learning environment		
BSBFLM312B Contribute to team effectiveness		
BSBINM303A Handle receipt and despatch of information		
BSBLEG301A Apply knowledge of the legal system to complete tasks		
BSBLEG302A Carry out search of the public record		
BSBLEG303A Deliver court documentation		
BSBLEG304A Apply the principles of confidentiality and security within the legal environment		
BSBLEG305A Use legal terminology in order to carry out tasks		
BSBLEG306A Maintain records for time and disbursements in a legal practice		
BSBLEG308A Assist in prioritising and planning activities in a legal practice		
BSBMED301B Interpret and apply medical terminology appropriately		
BSBMED302B Prepare and process medical accounts		
BSBMED303B Maintain patient records		
BSBMED304B Assist in controlling stocks and supplies		
BSBMED305B Apply the principles of confidentiality, privacy and security within the medical environment		
BSBCMN311B Maintain workplace safety		
BSBOHS306B Contribute to implementing emergency prevention activities and response procedures		
BSBOHS407A Monitor a safe workplace		
# If access is OFF site provide details, eg locations, times etc		

School:

RTO:

Principal's Name:

Principal's Signature..... Date:

4. Student work placement

Students have been fully informed of the:

- ☐ mandatory work placement hours required for this course
- ☐ purposes of the work placement, and the
- ☐ due dates for completion of the work placement.

The school has procedures in place for the class teachers, work placement coordinators and workplace supervisors to reach agreement on the:

- ☐ structure and timing of the work placements
- ☐ competencies to be addressed during work placements
- ☐ procedures to address the relevant occupational health and safety regulations.

The school has procedures in place to ensure that the:

- ☐ *Employer's Guide to Workplace Learning* [see Workplace Learning Handbook: Appendix 3] has been provided to the host employer prior to placement commencing
- ☐ *Student Placement Record* [see Workplace Learning Handbook, Appendix 2] is fully completed prior to placement (ie. signed by the host employer, school principal or nominee, student and parent or care giver) and stored according to Departmental requirements following placement.

School:	
RTO:	
Principal's Name:	
Principal's Signature	Date:

5. Student assessment

- ☐ An assessment program has been developed using appropriate assessment tasks to allow students to properly demonstrate achievement of units of competency and has been issued to all participating students
- ☐ Student achievement of units of competency is being progressively updated in Competency Record Books
- ☐ Information on intended qualifications, units of competency to be delivered and units of competency achieved is being progressively entered into eBOS-VCS via Schools Online in accordance with the timeline advised by the Board of Studies.

School:	
RTO:	
Principal's Name:	
Principal's Signature	Date: